



Piedmont
College

Sixteen Guiding Questions for Developing a Lesson: A Scholarly, Proactive, Reflective Approach

In lieu of an official lesson plan format, Piedmont College School of Education uses this guide, correlated to the conceptual framework, as a tool for students to use in developing a lesson plan. *Consult the course instructor for any specific guidelines or required formats.*

PLANNING

1. In detail, how would you describe the students in this class, including those with special needs? (CCLO: 3, 4, 8)
2. What modifications, adaptations, or strategies are needed for students with special needs? (CCLO: 4, 5, 6, 7, 8, 9)
3. What are your goals/purposes for the lesson? What do you want the students to learn? (CCLO: 1, 2, 3, 8)
4. Why are these goals suitable for this group of students? (CCLO: 1, 3, 4, 8)
5. How do these goals support the district's curriculum goals and national standards in the discipline as a whole or in other disciplines? (CCLO: 4, 8)
6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) (CCLO: 1, 2, 3, 4, 5, 7, 8)
7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (CCLO: 1, 2, 3, 4, 5, 8, 10)
8. What instructional materials or other resources, if any, will you use? (CCLO: 2, 4, 5, 6, 7)
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (CCLO: 6)
10. How do you plan to make use of the results of the assessment(s)? (CCLO: 3, 4, 5, 6, 8, 9, 10)
11. How will this lesson connect to previous lessons and lessons that follow? (CCLO: 2, 3, 8)
12. How does this plan tie into your own development, skills, beliefs, etc.? (CCLO: ALL)

IMPLEMENTATION AND REFLECTION

13. To what extent were students productively engaged? (CCLO: 1, 4, 6, 7)
14. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (CCLO: 2, 3, 4, 6, 8)
15. Did I alter my goals or instructional plan as I taught the lesson? Why? (CCLO: 2, 4, 5, 6, 8, 9)
16. If I had the opportunity to teach this lesson again to this same group of students, would I do differently? Why? (CCLO: ALL)

Adapted from:

Danielson, C. (1996). *Enhancing Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.